


Grade (3) class:

Date:.....

present :..... Absent: Students' total number:

| Content/ window | theme | Chapter | Lesson | Learning outcomes | Activities | Teacher's Choices | | | | | |
|-----------------|--------------------------|-----------|-----------|---|---|-------------------|-----------------------------------|--|---------------------------|---|---|
| | | | | | | Teacher guide | Teaching strategies strategies | Questions Modeling | Digital sources | Differentiation / Challenges | Math's Journal |
| Maths | HOW TO THE WORLD WORKS ? | Chapter 1 | lesson 61 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Explain the Associative Property of Multiplication.• Apply the Associative Property of Multiplication to solve problems.• Collaborate to define math terminology in their own words. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Associative Property of Multiplication• Factors • Property• Parentheses • Product <p>MATERIALS</p> <ul style="list-style-type: none">• Number cards 0 to 6 or six-sided dice (one per student)• Mathematics Student Book and pencil | <p>Calendar: Answer questions about calendar</p> <p>Learn:</p> <div></div> <p>Jana wanted to find the area of this rectangle. She looked at the dimensions and then filled the rectangle with red and blue tiles. Then, she counted the tiles and found the area to be 31 square units. Do you agree with Jana? Why or why not?</p> | Pages 21 - 24 | Calling Sticks - Relay Race | <p>1. Circle the equations below that have the same value as $(9 \times 2) \times 5$.</p> <p>$9 \times (2 \times 5)$</p> <p>11×5</p> <p>9×10</p> <p>2.Circle the equations below that have the same value as $4 \times (10 \times 3)$.</p> <p>a- 4×13</p> <p>b- 4×30</p> <p>c- 14×3</p> <p>d- $(4 \times 3) \times 10$</p> | Calendar - Calling sticks | Allow students a moment to share their thoughts with a partner. | Complete the pattern: $9 \times 10 = \dots\dots\dots$ |

 Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

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| Maths | HOW TO THE WORLD WORKS ? | Chapter 1 | Lesson 62 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Explain the Distributive Property of Multiplication.• Apply the Distributive Property of Multiplication to solve problems.• Collaborate to define math terminology in their own words. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Addend • Bar model• Distributive Property of Multiplication• Factors • Product <p>MATERIALS</p> <ul style="list-style-type: none">• Colored pencils or markers• Mathematics Student Book and pencil | <p>Calendar: Answer questions about calendar</p> <p>Learn</p> <p>First way</p> $6 \times 13 = 6 \times (\quad + \quad)$ $= (6 \times \quad) + (6 \times \quad)$ $= \quad + \quad$ $= \quad$ <p>Second way</p> $6 \times 13 = 6 \times (\quad + \quad)$ $= (6 \times \quad) + (6 \times \quad)$ $= \quad + \quad$ $= \quad$ | Pages 25 - 28 | Calling Sticks - Relay Race | <p>Farouk had the following problem to solve: Use what you know about the properties of multiplication to find the missing number.</p> $3 \times 5 = (3 \times 2) + (3 \times \quad)$ <p>Farouk said, "The missing number is 5 because the Associative Property tells me I can break the problem into smaller chunks, so I just changed the grouping." What mistakes did Farouk make? What would you tell him to help him correct his thinking and his work?</p> | Calendar - Calling sticks | Allow students a moment to share their thoughts with a partner. | Pages 5 - 8 | Complete the pattern: $4 \times 5 = \dots\dots\dots$ |

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| Maths | HOW TO THE WORLD WORKS ? | Chapter 1 | lesson 63 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Apply strategies to estimate products. • Apply properties and strategies to solve multiplication problems. • Explain chosen problem-solving strategies. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Estimation • Product • Reasonableness <p>MATERIALS</p> <ul style="list-style-type: none"> • Mathematics Student Book and pencil | <p>Calendar: Answer questions about calendar</p> <p>Learn Step 1: For each problem, estimate the answer and show your thinking for how you found that estimate. Step 2: Then, solve each problem using any strategy or property that helps you. Write or draw to show how you solved the problem.</p> <p>$6 \times 7 =$</p> <p>$4 \times 7 \times 5 =$</p> | Pages 29 - 31 | Calling Sticks - Relay Race | Dalia had 8 baskets. Each basket held 6 eggs. How many eggs did Dalia have in all? Write the equation you are trying to solve in this story problem | Calendar - Calling sticks | <p>Complete the pattern: $8 \times 7 = \dots\dots\dots$</p> <p>Pages 9 - 12</p> <p>Allow students a moment to share their thoughts with a partner.</p> |

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| Maths | HOW TO THE WORLD WORKS? | Chapter 1 | lesson 64 | LEARNING OBJECTIVES <ul style="list-style-type: none"> Tell time to the minute. Explain the relationship between multiplication and division. Solve multiplication and division problems with an unknown number. Explain how they can use the relationship between multiplication and division to solve problems. KEY VOCABULARY <ul style="list-style-type: none"> Fact family • Factor Hour • Inverse • Minute Product • Quotient MATERIALS <ul style="list-style-type: none"> Teaching clock or large handmade clock Mathematics Student Book and pencil | Calendar: Answer questions about calendar Learn Solve as many of the following problems as you can with your partner. Be sure to show how you solved the problems in the work space. *- Habiba baked 25 cookies. She wanted to share them with her 5 friends. How many cookies would each friend get? | Pages 32 - 35 | Calling Sticks - Relay Race | *- Complete this fact family for the numbers 4, 5, and 20. $4 \times 5 = 20$ $5 \times \dots = 20$ $20 \div 5 = \dots$ $\dots \div 4 = 5$ *- Complete this fact family for the numbers 3, 6, and 18. $3 \times 6 = 18$ $6 \times \dots = 18$ $18 \div 6 = \dots$ $\dots \div 6 = 3$ | Calendar - Calling sticks | Complete the pattern: $2 \times 7 \times 5 = \dots$ Pages 13 - 17 Allow students a moment to share their thoughts with a partner. |

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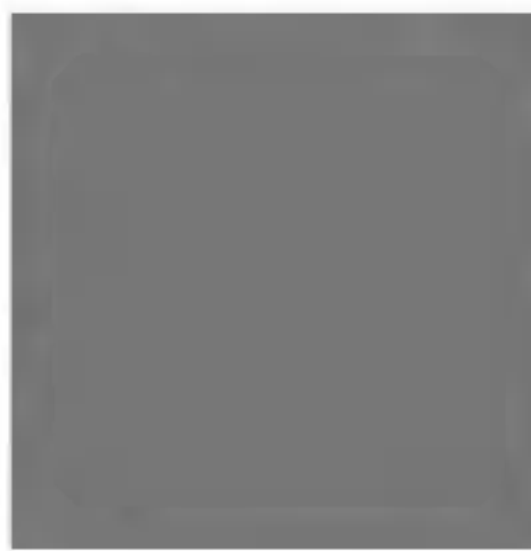
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| Maths | HOW TO THE WORLD WORKS? | Chapter 1 | lesson 65 | LEARNING OBJECTIVES <ul style="list-style-type: none"> Identify a variety of multiplication and division problem-solving strategies. Apply more than one strategy to solve multiplication and division problems with an unknown number. Justify the use of preferred problem-solving strategies. KEY VOCABULARY <ul style="list-style-type: none"> Justify • Product Quotient • Strategies MATERIALS <ul style="list-style-type: none"> Multiplication and Division Strategies anchor chart Properties of Multiplication anchor chart Mathematics Student Book and pencil | Calendar: Answer questions about calendar Learn Reflect on the problems you solved today and the strategies you used. What is your favorite strategy to solve multiplication problems? What is your favorite strategy to solve division problems? Record your favorites in the boxes below and explain why you like each strategy best. You can use pictures, numbers, examples, and words to explain why. | Pages 36 - 38 | Calling Sticks - Relay Race | My favorite multiplication strategy is WHY:..... My favorite division strategy is WHY: | Calendar - Calling sticks | Complete the pattern: $0 \times 2 \times 4 = \dots\dots\dots$ Pages 18 - 20 Allow students a moment to share their thoughts with a partner. |

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| | | | | LEARNING OBJECTIVES <ul style="list-style-type: none"> Solve perimeter problems involving an unknown side length. KEY VOCABULARY <ul style="list-style-type: none"> Length Parallel Perimeter Width MATERIALS <ul style="list-style-type: none"> Mathematics Student Book and pencil | Calendar: Answer questions about calendar Learn Record what you know about each of these words around the Word Splashes.   | Pages 39 - 40 | Calling Sticks - Relay Race | You help build a fence for your neighbor's square vegetable garden. Using the image provided, how many meters of fencing will you need? Use what you already know about the sides of a square to help you solve the problem. 5 m  | Calendar - Calling sticks | Complete the pattern: $11 \times 4 = \dots\dots\dots$ Pages 21 - 24 Allow students a moment to share their thoughts with a partner. |

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| | | | | | | Teacher guide | Teaching strategies | Questions Modeling | Digital sources | Enrichment |
| Maths | HOW TO THE WORLD WORKS? | Chapter 1 | lesson 67 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Solve two-step story problems involving addition, subtraction, multiplication, or division. • Explain the strategies they use to solve complex story problems. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Associative Property • Perseverance <p>MATERIALS</p> <ul style="list-style-type: none"> • Anchor charts from Lesson 65 • Thinking Like a Mathematician anchor chart • Associative Property of Multiplication | <p>Calendar: Answer questions about calendar</p> <p>Learn Ali earns 25 LE per week for doing all his chores. On the fourth week, he forgets to take out the trash, so he only earns 20 LE. Write and solve an equation to show how much Ali earns in 4 weeks.</p> | Pages 41 - 43 | Calling Sticks - Relay Race | Miss Salma orders 3 packs of markers. Each pack contains 6 markers. After passing out 1 marker to each student in her class, she has 2 left. How many students are in Miss Salma's class? | Calendar - Calling sticks | <p>Complete the pattern: $9 \times 4 = \dots\dots\dots$</p> <p>Pages 25 - 26</p> <p>Allow students a moment to share their thoughts with a partner.</p> |

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| Maths | HOW TO THE WORLD WORKS ? | Chapter 1 | Lesson 68 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Analyze solutions to two-step story problems to identify and explain the errors made.• Explain the benefits of error analysis in improving thinking and learning. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Review vocabulary as needed. <p>MATERIALS</p> <ul style="list-style-type: none">• Th inking Like a Mathematician anchor chart• Mathematics Student Book and pencil | <p>Calendar:</p> <p>Answer questions about calendar</p> <p>Learn</p> <p>I have a bag with pens and markers inside. The objects in my bag have a mass of 100 grams in all. There are 4 pens, each with a mass of 15 grams. How many markers do I have in my bag if each marker has a mass of 20 grams?</p> | Pages 44 - 45 | Calling Sticks - Relay Race | Hashem's family went on a three-day road trip. On the first day, they drove 350 kilometers. On the second day, they drove 213 kilometers. On the third day, they drove 124 kilometers. Last year on their road trip, they drove a total of 432 kilometers. How many more kilometers did they drive on this trip? | Calendar - Calling sticks | Allow students a moment to share their thoughts with a partner. | Pages 27 - 30 | Complete the pattern: $15 \times 4 = \dots\dots\dots$ |

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| Maths | HOW TO THE WORLD WORKS ? | Chapter 1 | Lesson 69 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Apply multiple strategies to solve two-step story problems.• Justify problem-solving strategies. <p>KEY VOCABULARY</p> <ul style="list-style-type: none">• Review previously taught vocabulary. <p>MATERIALS</p> <ul style="list-style-type: none">• Strategies anchor chart from Lesson 65• Mathematics Student Book and pencil | <p>Calendar: Answer questions about calendar</p> <p>Learn Draw the time shown on the digital clock on the clock face above it.</p> <div><div>4:27</div><div>5:07</div><div>2:49</div><div>3:15</div></div> <div></div> | Pages 46 - 47 | Calling Sticks - Relay Race | 1. The park has 152 trees. There are 88 fig trees. The rest of the trees are palm trees. How many more fig trees are there than palm trees? 2. There are 17 young crocodiles and 19 adult crocodiles. The crocodiles are placed equally into 4 areas. How many crocodiles are in each area? | Calendar - Calling sticks | Allow students a moment to share their thoughts with a partner. | Pages 31 - 33 | Complete the pattern: $48 \div 8 = \dots\dots\dots$ |

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| Maths | HOW TO THE WORLD WORKS? | Chapter 1 | Lesson 70 | <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Write two-step story problems involving any operation. • Solve two-step story problems. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Associative Property of Multiplication <p>MATERIALS</p> <p>Mathematics Student Book and pencil</p> | <p>Calendar:</p> <p>Answer questions about calendar</p> <p>Learn</p> <p>Solve for the unknown in the problems below. Complete as many problems as you can in the time allowed.</p> <p>$(3 \times 2) \times \underline{\hspace{2cm}} = 36$</p> <p>$2 \times (5 \times \underline{\hspace{2cm}}) = 50$</p> | Pages 48 - 49 | Calling Sticks - Relay Race | <p>Solve for the unknown in the problems below. Complete as many problems as you can in the time allowed.</p> <p>$10 \times (6 \times \underline{\hspace{2cm}}) = 600$</p> <p>$(4 \times 2) \times \underline{\hspace{2cm}} = 88$</p> | Calendar - Calling sticks | <p>Complete the pattern: $30 \div 6 = \dots\dots\dots$</p> <p>Pages 34 - 35</p> <p>Allow students a moment to share their thoughts with a partner.</p> |

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